



Dr. Margarita Calderón, a nativee of Juárez, Mexico, is a senior research scientist and professor at Johns Hopkins University. A prolific author and researcher, she serves on the National Research Council's Committee on Teacher Preparation, the National Literacy Panel for Language Minority Children and Youth, the Carnegie Adolescent ELL Literacy Panel, the IRA ELL Literacy Panel, and the California Pre-School Literacy Panel. She is principal investigator in a 5-year study in middle and high schools called Expediting Reading Comprehension for English Language Learners (ExC-ELL) that focuses on professional development for science, social studies, and language arts teachers of ELLs. Dr. Calderón is co-principal investigator on the 5-year evaluation of English immersion, transitional, and two-way bilingual programs, funded by the Institute for Education Sciences. She holds a Bachelor's in English and French and Secondary Education and a Master's in Linguistics from the University of Texas at El Paso, and a doctorate from Claremont Graduate School.



Kathleen Leos is the President and CEO of two new dynamic education companies which address the language and academic challenges of non-English speaking students and their families. The non-profit International Institute for Language and Literacy Development (ILD) and the for-profit professional consultant firm The Global Institute for Language and Literacy Development LLC.

Appointed by President Bush, June 3, 2002, Ms. Leos served as the Deputy of Policy and principal advisor to Secretary's of Education, Dr. Rod Paige and Margaret Spellings on all issues related to the *No Child Left Behind Act*, Title III, signed into law January, 2001. Ms. Leos was charged with developing policy, guidance, state English language proficiency standards, providing technical assistance, and creating an accountability infrastructure in each state and jurisdiction that included LEP students.

Ms. Leos' energetic approach to her work comes from her belief that, "Each student that crosses the threshold of any one of America's schools deserves the best education this country has to offer." She feels it is important that all teachers have the instructional tools necessary to be successful in the classroom with every student. To that objective she created, The Global Institute for Language and Literacy Development- GILD.

Participants will earn 1.5 USOE credits
or
15 Relicensure Points
and be provided with all necessary materials.

For More Information or to Register

Contact:

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Registration Ends June 12, 2008



ACCELERATING ACQUISITION of ACADEMIC ENGLISH for English Language Learners (ELLs)



8:30 am—4:30 pm

June 16, 17, and 18, 2008

**Hilda B. Jones Center
382 East 3605 South
Salt Lake City, Utah 84115-4526**

ACCELERATING ACQUISITION OF ACADEMIC ENGLISH FOR ELLs
SUMMER TRAINING WORKSHOP

Monday, June 16

DAY ONE

8:30 – 9:00	Continental Breakfast
9:00 - 9:15	Welcome and Introductions Utah's Vision for the Education of English Language Learners (ELLs) - Ellie Brady/Title III Director for USOE
9:15 – 10:15	Vision for National English Language Proficiency Standards: Building the Structure for High Academic Achievement and Adequate Yearly Progress for ELLs: Inclusion of ELLs in Utah's Accountability System and Achievement Objectives • Overall Message: Importance of each, and what administrators and teachers need to know to ensure quality instruction and improved student achievement – Kathleen Leos and Lisa Saavedra
10:15 - 10:30	Break
10:30 - 12:00	Integration of ELLs in Utah's Literacy Model: Use of Research-based Components Linked to the Utah's Achievement Objectives: How to Teach to Utah's Language and Content Standard (10 components from Margarita's Book/Chapter 2) - Margarita
12:00 - 1:00	Lunch
1:00 - 2:30	Integration of ELLs in Utah's Literacy, Math and Science Model (Continued) – Margarita
2:30 - 2:45	Break
2:45 - 4:30	ELLs, Accountability and Achievement Gap: Strategies for Accessing Academic Language and Building Critical Thinking Skills to meet achievement objectives - Margarita

Tuesday, June 17
DAY TWO

8:30 - 9:00	Continental Breakfast
9:00 10:30	Using Critical Research on Effective Instruction for ELLs to Increase Student performance - Margarita
10:30 - 10:45	Break
10:45 11:15	Using Critical Research (Continued) - Margarita
11:15- 12:00	Elevating Expectations: The Why, What and How of High Academic Achievement for ELLs – Lisa and Kathleen
12:00 - 1:00	Lunch
1:15 - 2:30	Developing a Standards-based Approach to Linking ELP Standards to Language Arts, Math and Science Core Curriculum for ELLs – Lisa and Kathleen
2:30 - 2:45	Break
2:45 - 4:3	Developing a Standards-based Approach (Continued) Feedback from Group – Lisa and Kathleen

Wednesday, June 18
DAY THREE

8:30 - 9:00	Continental Breakfast
9:00 - 10:30	Quality Implementation in the Classroom: Ensuring Continuous Improvement in ELL Instruction - Margarita
10:30 - 10:45	Break
10:45- 12:00	Quality Implementation in the Classroom: (Continued) - Margarita
12:00 - 1:00	Lunch
1:00 - 2:30	Implications for Local Implementation: Identifying District Goals for ELL Achievement Objectives - Ellie, Lisa and Kathleen
2:30 - 2:45	Break
2:45 - 4:00	Implications for Local Implementation (Continued) District and School Participant Sharing – Ellie and team
4:00 - 4:30	Wrap-up and Exit Pass - All

ACCELERATING ACQUISITION OF ACADEMIC ENGLISH FOR ELLs



SUMMER TRAINING WORKSHOP



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